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ABSTRACT

An addition to the teacher's repertoire of silent reading tests is the formal cloze procedure. This test requires the reader to replace exactly individual words deleted from a reading passage. It serves to identify those students who are not reading at an expected level, but it does not suggest why this is so. However, with modifications to both the deletion and evaluation procedures a cloze technique can be used as a diagnostic tool to assess students' reading behaviours. The modified cloze procedure is developed from this premise. It yields valuable information about students' reading strengths and weaknesses. It employs silent reading and can be administered to groups of students. The analysis entails qualifying one-word responses. It is considerably less time-consuming than oral reading assessments. Through its use teachers may acquire further insight into the reading process and thereby gain expertise in assessing reading development. An overview of formal cloze procedure is presented in section 1 of this booklet. The modified cloze procedure is explained in detail in section 2. Section 3 contains 16 modified cloze passages for classroom use. In order to increase the practical value of this booklet, it has been written as a set of instructions addressed directly to the teacher. (Author/PN)

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Using modified cloze procedure : a supplement to English I Ontario Assessment Instrument Pool

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Using modified cloze procedure: a supplement to English I Ontario Assessment Instrument Pool

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Introduction

Teachers use a variety of procedures to describe students' reading development. Silent reading tests provide information about student performance-the extent to which students can read and understand certain texts and perform specific tasks such as recalling facts and recognizing bias. To acquire diagnostic information, teachers also rely on oral reading assessments such as miscue analysis, administered to individual students. These comprehensive procedures are time-consuming and demand complex analysis.

Another addition to the teacher's repertoire of silent reading tests is the formal cloze procedure. This test requires the reader to replace exactly individual words deleted from a reading passage. It serves to identify those students who are not reading at an expected level, but it does not suggest why this is so. However, with modifications to both the deletion and evaluation procedures a cloze technique can be used as a diagnostic tool to assess students' reading behaviours. The modified cloze procedure is developed from this premise. It yields valuable information about students' reading strengths and weaknesses. It employs silent reading and can be administered to groups of students. The analysis entails qualifying one-word responses. It is considerably less time-consuming than oral reading assessments. Through its use teachers may acquire further insight into the reading process and thereby gain expertise in assessing reading development.

An overview of formal cloze procedure is presented in section 1 of this booklet. The modified cloze procedure is explained in detail in section 2. Section 3 contains sixteen modified cloze passages for classroom use. In order to increase the practical value of this booklet, it has been written as a set of instructions addressed directly to the teacher.

Section 1: An Overview of Formal Cloze

Purpose

As a readability procedure the cloze method is used to determine to what extent instructional materials are comprehensible to the students for whom they are intended. In other words, cloze assists in appropriately matching reading materials to students.

The Reader's Task

The reader is to attempt to replace the words deleted at systematic intervals throughout the passage with the exact word from the original text.

Constructing a Cloze Passage

To construct a cloze test passage, choose one or more representative passages of about 250 words from the text or material being tested for readability. The passages selected should not be overreliant on preceding text for their meaning.

Transcribe and type the passage, leaving a blank (fifteen to twenty-five spaces underlining for each blank) in place of every nth (fifth to eighth) word. Leave the first and last sentences intact. The first word to be deleted is, thus, the nth word in the second sentence. When the nth word is a proper noun or a numeral, delete the next word and continue the count from there. Contractions and hyphenated words are counted as one word. All punctuation is retained.

Administering the Test

Prior to administering the passage, expose students to the cloze procedure. For instance, a chalkboard example can be co-operatively completed by you and your students.

Cloze tests can be administered to individuals or groups. There is no time limit. Students are simply encouraged to silently read and complete the passage as quickly and as best they can. They are encouraged not to spend undue time on any one blank.

Evaluation

Scoring. For each completed passage the student receives one point for each exact word replacement. The total number of points (raw score) is then expressed as a fraction of the total number of deletions in the passage.

Example: Number of exact word replacements = 18
Number of deletions in passage = 50
Percentage score $\frac{18}{50} \times 100$ = 36 per cent

Establishing Readability Levels. A percentage score of 0-34 per cent indicates a frustration level: there is little if any understanding of the text. Scores of 35-56 per cent indicate an instruction level: the text is suitable for instruction. Scores of 57-100 per cent suggest an independent level: students require little if any instruction in the text.

Program Considerations

On the basis of student percentage scores you can determine the appropriateness of a text for instructional purposes. For example, students' scores above 56 per cent on a cloze passage(s) constructed from a novel considered for study indicate that the novel would best be studied independently or read recreationally. Scores below 35 per cent indicate that the novel is too difficult.

Section 2: Modified Cloze Procedure

Purpose

As a diagnostic tool this modified procedure provides further insights concerning the reading process and the effectiveness of students' information-processing behaviours. It gives teachers direction for programming based on evidence of students' strengths and weaknesses in reading strategies.

The Reader's Task

The reader is to provide an appropriate response for each blank in the passage by predicting a word that retains the general story line and is grammatically conventional. To do so, he/she must use the following three kinds of information, called cuing system: semantic (the reader's prior knowledge and the writer's context); syntactic (the reader's knowledge of grammatical structure); grapho-phonic (letter-sound correspondence).

Constructing a Modified Cloze Passage

Select passages of 250-350 words from classroom or commercial sources (textbooks, news media, manuals, application forms, etc.). Choose excerpts suitable to the student's background experience and language development.

A passage should be self-contained, not reliant on the preceding text for meaning. It should be contextually supportive of meaning so that, when mutilated by the deletion process, it continues to offer sufficient clues from which students can generate meaningful responses for each blank.

The selected passage should be transcribed/typed as in a formal cloze passage. However, rather than automatically deleting every nth word, delete according to selective criteria. The purpose of

the deletion count (approximately every eighth to tenth word) is simply to establish a regular interval.

The following two criteria are used to determine whether the deletion of the nth word is comprehensible to the reader:

- The deletion must leave the sentence grammatically unacceptable or incomplete.

- There must be very few alternative words that would complete the sentence meaningfully.

If the deletion does not meet either of these criteria, an ambiguous deletion will result. In such cases delete the preceding or subsequent word, keeping in mind the above criteria.

Consider the following example in the passage from "To Build a Fire". The deletion count is at an approximate interval of every ninth word.

"...Sometimes a skin of ice half an inch thick covered them, and in turn was covered by the snow..."

If the word "half" were the ninth word and were deleted automatically, an ambiguous deletion would result because the sentence appears to be complete.

"...Sometimes a skin of ice_____an inch thick covered them, and in turn was covered by the snow..."

The ambiguity occurs because the deletion of "half" leaves the sentence grammatically acceptable, and there are several alternative words that could sensibly complete it ("more than", "over", "under", "about", etc.).

A comprehensible deletion that would maintain the approximate interval would be the deletion of "an":

"...Sometimes a skin of ice half_____inch thick covered them, and in turn was covered by the snow...."

Here, the deletion leaves the sentence grammatically incomplete. As well, there are very few alternative words that could meaningfully complete the sentence.

Administering the Modified Cloze Passage

Preparing Students

Students who would be utterly frustrated by the cloze reading task (e.g., ESL students) should be excluded from this diagnostic procedure.

Prior to administering the passage, make the students aware that the purpose of the evaluation is to determine how well each of them reads. The procedure will not be used for marks.

Use a chalkboard or overhead example, such as the sample text below, to explain the reading task. When working through the example, emphasize that a cloze passage is part of a story or article from which certain words have been deleted and represented by blanks. Explain that the reader is to read the existent sentences and words and supply a word or words that make sense to the story line. Spelling doesn't count.

Students are not to worry about, nor spend undue time on, a problematic blank. Use the example to show how more than one response may be appropriate in a given blank. Point out that the actual passage is longer than the sample text and will contain more blanks.

The format of this sample text follows that of the student copy of the modified cloze passages found in section 3 of this booklet.

Sample Text

Student's Name: _____ Date: _____
Teacher: _____ School: _____ Grade: ____

The Elevator: High-Rise Living Made Possible

The tall building of today would not exist except for elevators. Suppose a person had to climb stairs _____ the fiftieth floor of the building. If he _____ steadily, it would take him nearly half an _____, and he would arrive at the top thoroughly _____. A high-speed elevator, however, can _____ him up in as little as half a _____.

Suggested Guidelines for Administering the Passage

Time. Twenty to thirty minutes of uninterrupted time should be sufficient to allow each student to complete the passage to the best of his/her ability. Within reason, grant additional time to students needing it.

Materials. Each student should have a pen (no pencils), a student copy of the passage, and a back-up, independent activity (e.g., U.S.S.R. - Uninterrupted Sustained Silent Reading) to work at if he/she completes the passage before the allotted time.

Procedure. Ensure that each student has a pen and a back-up activity. Reiterate the points discussed under "Preparing Students" above. Use the chalkboard example to explain the self-correcting procedure of crossing out unwanted, initial responses with a single line and then writing the corrections above or beside them. Explain to the students that you will not discuss reading strategies nor assist individuals in understanding any unfamiliar words in the text.

When students finish, have them turn their papers face down and begin the backup activity. Collect the papers after all of the students have completed the passage.

Evaluation

Suggested Guidelines for Analysing Student Responses

Because of the constraints imposed by the deletion procedures, a student's response will fall into one of the four categories demonstrated by the analysis scheme of the following text presented below:

"...Sometimes a skin of ice half an inch thick covered them, and in turn was _____ by the snow...."
(covered)

Code	Response Category	Description (Example)
A	Appropriate (semantically and syntactically)	A response that retains the general story line and is grammatically conventional (covered, hidden, blanketed, covered up).
M	Meaning appropriate only	A response that retains the general story line but is grammatically unconventional (hided, underneath, cover).
S	Syntactically appropriate only	A response that alters the general story line but is grammatically conventional (living, running, eroded, not).
/	Inappropriate	A response that alters the general story line and is grammatically unconventional (with, my, of).

Use the symbols (A, M, S, and /) to analyse responses. Record the totals for each response category using this format, which can be found at the bottom of the student copy of the passages in section 3.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	_____	_____
M - Meaning appropriate only	_____	_____
S - Syntactically appropriate only	_____	_____
/ - Inappropriate	_____	_____

Interpreting Responses

General considerations. Administer two or more passages to ensure a sufficient number of responses from which to discern patterns of reading behaviour and to assist in determining suitable materials for instruction. Interpret students' responses in the light of daily classroom observations, as well as previous and/or further reading assessments. Consider the following questions, listed under their respective headings, in evaluating those students who generate a significant number of responses in one or more of the last three categories:

Meaning (Semantically) Appropriate Responses Only

- Are the responses a result of the student's miscues?
- Has he/she inserted, omitted, or substituted words or punctuation in the passage?
- Has the student restated the text in terms of his/her own dialect?
- Do the responses indicate the student's limited facility with spoken English, that is, his/her oral language control or lack of familiarity with grammatical structures in the passage?

Syntactically Appropriate Response Only

In addition to those above, consider the following questions:

- Does the student lack prior knowledge of the concept(s) in the passage?

- Does the student read for meaning? Do the responses result from his/her inability to process meaning clues in the particular passage or from the one-word-at-a-time reading habit?

Inappropriate Responses

- Is the student unable to perform the cloze reading task?

- Is the readability level of the passage beyond the student's stage of reading development?

- Does the student's background of experience encompass the content of the passage?

- Are the responses (or empty blanks) the result of an inability to use any or all of the cuing systems? Is the student unable to integrate context clues with his/her prior knowledge to get at meaning? Is his/her knowledge of English word order limited? Is he/she weak in the use of grapho-phonic cues?

- Do the responses indicate that the student is overreliant on one of the cuing systems to the point of excluding the others? For example, does he/she focus solely on syntactical cues and ignore semantic information?

Response patterns of proficient readers. In addition to considering the questions above, weigh the effectiveness of a student's reading behaviours against what is known about proficient readers:

- Proficient readers read for meaning. Their responses to a passage encompass the message or notion intended by the writer.

- Proficient readers' responses leave the sentences grammatically conventional. Their responses either maintain the same part of speech as the deleted word or generate an alternative structure that is grammatically acceptable.

- Proficient readers' responses are the product of experience and knowledge of language. They are the result of constructing meaning on the basis of prior knowledge of the concepts in the passage and the ability to manipulate the text to generate meaning.

- Proficient readers' responses are the product of complex information-processing behaviours. Their responses reflect their ability to bring meaning to and get meaning from print-to integrate semantic, syntactical, and grapho-phonic information to predict completions for the patterns. Proficient readers use all available text information.

Suggested Guidelines for Administering a Reader Tell-Back

The evaluation processes outlined above involve analysing and interpreting responses at their face value. In most instances these processes yield sufficient information about a student's reading behaviours and how well he/she has understood the passage. If further evaluation is required, administer a "reader tell-back" to determine more precisely the extent of meaning loss suggested by the student's responses.

In a relaxed atmosphere have the student retell the passage in general terms. Tape record the retelling and have it transcribed. Use the tape and/or transcript for evaluation and record-keeping purposes. If tape recording is not possible, use a copy of the passage as a checklist of the information that the student retells. For example underline the parts of the passage retold and/or notations in the margins or at the bottom of the page.

Arrange for the reader tell-back as soon as possible after administering the passage. Although this one-to-one situation can sometimes be conducted by a lay assistant or a competent student, you should normally conduct it yourself, using questions that get at what the student knows but omits in the retelling. If the tell-back is fragmented or unclear, elicit further recall through suitable questions concerning facts, vocabulary, and inference.

Samples of Evaluation

Two suggested record-keeping formats containing sample evaluations follow (pp.13-14). Use the "Summary Profile of Student Responses" to record group results. Use the "For Teacher Use Only" section of the student copy of the passage for individual assessments.

Summary Profile of Student Responses

Teacher: Mr. Topp Grade: 10 School: Maple Leaf S.S.
Modified cloze passage: "Outcrop Limb" Source: OAP-early Gr. 10 prose
Number of deletions: 32 Date: 82 09 17

Student's Name	Response Patters A	M	S	/	Anecdotal Comments
Chang, Sandra	26	2	4	—	
De Silva, Teresa	10	16	2	4	former ESL student - dialectic responses re verb usage + connectives
Lee, Suzanne	11	2	17	2	discrepancy with standardized test comprehension scores (May 82) - "hasty work"
McGee, Bill	20	1	5	6	
O'Brien, Katie	15	4	12	2	unfamiliar with key vocabulary and grammatical structures as evidenced through reader self-back; + administered a 2nd, easier passage
Smith, Brian	27	1	3	1	
Makrat, Rahan	11	5	14	2	Refer to Rahan's completed student copy on page 14

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: Robin Thakrar Grade: 10 Date: Sept. 17, 1982

Teacher: Mr. Topp School: Maple Leaf Sd.

From Out on a Limb

I was by nature energetic and athletic. I wanted to engage in all Binds A of "inappropriate" games and sports, but I am M overly sensitive to failure - foolishly so. I had A a stubborn pride that was wounded by any said M that my handicap was a "handicap". It really wasn't A much of one, compared to the frustrating wheel chair S many less fortunate people carry. Still, my legs S ruffled at the drop of The top S. A wise psychologist friend of mine has since put A a name on this attitude of mind. She said M it a tendency to over-compensate.

When I went A to swim, I insisted that Father took M me out to the country to a friend's pool S where, in guarded privacy, I went to S my dog-paddling period in a muddy irrigation lake A. I forewent the greater comfort and the site S of the public swimming pool until I not could / swam as well as other eleven-year olds (the raft S at which I took to the water), but never S. Then, when I made a public appearance, no one A even noticed my handicap - I falsely deduced.

my A swimming ability, in fact, probably was more greater / than utter clumsiness would have been. But blissfully, I A never realized it. In the water, my legs S and shoulders, disciplined into extra strength and S my crutches, compensated in the Australian crawl for the S one-cylinder flutter kick. I felt completely anonymous - happy, ~~terrifying~~ yes S me! Actually, I wasn't the least bit anonymous, and S my family encouraged me in this wild surmise. My father A tells me that my red bathing cap, floated M about in the water, was invariably pointed in S to bystanders. "See the little girl in A the red cap? Would you believe it, she has only one leg!"

For Teacher Use Only

Response Pattern	Totals
A - Appropriate	11
M - Meaning Appropriate Only	5
S - Syntactically Appropriate Only	14
/ - Inappropriate	2

Anecdotal Comments

reading behaviours :- weak in use of semantic info., ie., abandons context clues & relies on syntactical cues when confronted with unfamiliar concepts or complex lang. structures

(continued on page 15)

Tell-Back (Gist): - unaided retelling was scanty
- most factual questions answered satisfactorily
- underlying meaning (author's intent) not understood

Background Info: - "finger-pointing" during silent reading tasks suggests word-by-word reading
- unsuccessful answers to inferential questions on 'Dept. Lit. Test' (Sept. 9)

Program Considerations:

Materials: - initially, below level, short selections relating to 'Student Interest Inventory' administered Sept. 9.

Strategies: - pre-reading, teacher input re establishing purpose, conceptualizing content and developing vocabulary
- maximize in-class time for personal reading
- reading rate activities (student log, drills, etc.)
- post reading conference for oral representation of personal readings

Evaluation: - via daily assignments, conferences
- administer a second, suitable QRI modified cloze passage early November

Section 3: OAIP Modified Cloze Passages for Reading Assessment

This section contains four modified cloze passages for each intermediate grade -- two "early" grade-level passages (one prose and one expository) and two "late" grade-level passages. The suggested order of these sixteen passages, shown on the chart below, was determined by extensive field-testing. However, passages should be selected for classroom use on the basis of student background and stage of reading development. Although the passages can be used as suggested, they are also meant to be illustrative of the selections teachers might use in making their own modified cloze passages.

GRADE 7		PASSAGE TITLE FROM	NO. OF WORDS	NO. OF DELETIONS	(= nth COUNT)	PUBLISHING SOURCE
EARLY	PROSE	"Seokoo of the Black Wind"	290	28	(9)	Inquiry Into Literature
	EXPOSI-TORY	"Waterways"	262	24	(9)	Collier Macmillan Canada Exploration Canada
LATE	PROSE	"This May Hurt a Little"	250	26	(8)	Oxford University Press The Open Window
	EXPOSI-TORY	"Tips on Buying a Used Car"	215	21	(9)	Longman Canada Starting Points in Language
						Ginn and Company
GRADE 8						
EARLY	PROSE	"The Wedding Gift"	265	27	(9)	Modern Canadian Stories
	EXPOSI-TORY	"Protect Yourself Against Highway Death"	290	28	(8)	McClelland & Stewart-Bantam Contexts, Readings Skills 1
						Nelson Canada
LATE	PROSE	"The Open Window"	264	29	(8)	Inquiry Into Literature
	EXPOSI-TORY	"The Dirigible"	224	26	(8)	Collier Macmillan Canada Strategies for Effective
						Reading Gage Publishing
GRADE 9						
EARLY	PROSE	"To Build a Fire"	267	26	(9)	Insight 2
	EXPOSI-TORY	"This Time It's a Laughing Matter"	260	26	(8)	Methuen Publications Strawberries & Other Secrets
						Nelson Canada
LATE	PROSE	"The Most Dangerous Game"	286	29	(8)	Quest for Greatness
	EXPOSI-TORY	"Huge Flying Reptile Fossils Found"	271	27	(7)	Ginn and Company Inside, Outside Reading Skills
						Holt, Rinehart & Winston of Canada
GRADE 10						
EARLY	PROSE	"Out on a Limb"	283	32	(8)	Shining Skies
	EXPOSI-TORY	"It Happened in Manitoba"	261	26	(10)	Copp Clark Publishing Strategies for Effective
						Reading
LATE	PROSE	Who Has Seen the Wind	285	28	(9)	Gage Publishing Who Has Seen the Wind
	EXPOSI-TORY	"Translating Literature into Life"	342	30	(10)	Macmillan of Canada The Open Window Essays and
						Short Stories
						Longman Canada

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 7

Prose Passage

from "Seokoo of the Black Wind"

He worked methodically. First he set the sled in what he CONSIDERED was the best position and erected the tent OVER it, hearing as he did so the gentle GRUNTS of the small creature that lay wrapped IN some skins, calculated to keep out the cold.

The MAN, a prospector from the south, was thick-set and heavily BEARDED so that his face was scarcely visible. Only THE very white forehead gleamed in the half-light, AND the sharply drawn line of the nose ABOVE lips long cracked by the intense cold.

His MOVEMENTS were slow. The thongs by which he tried TO strengthen the upright position of the tent were, LIKE all the other things, frozen, and therefore hard to TIE into place. He grumbled beneath his breath as he TRIED over and over again to tighten them. When HE had finally succeeded in his efforts, he next TURNED his attention to the gathering of brushwood along the SHORE of the lake.

This was no easy TASK. The dwarf timber, for the most part spruce THAT had long since abandoned any attempt to grow, PROVED tough because of the exposed position where the TREES had roothold, and there was little in the WAY of broken branches, and certainly nothing in the way OF cones.

Even so, the man did not despair. He SEARCHED the entire shore, and within an hour had a FIRE burning which, now that night was come, cast weird SHADOWS among the timber and caused an orange GLOW to flicker across the frozen wastes of the LAKE.

Having cooked some moose flesh, he turned his attention to his sled dogs whom he had tethered in the timber and then to the creature that lay concealed amongst the skins.

Source Material: Inquiry Into Literature I (p.252)

Publisher: Collier Macmillan Canada Ltd., Toronto

Passage Data: Number of Sentences = 13
Number of Words = 290
Number of Deletions = 28 (9.7%)
Deletion Count = 9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "Seokoo of the Black Wind"

He worked methodically. First he set the sled in what he _____ was the best position and erected the tent _____ it, hearing as he did so the gentle _____ of the small creature that lay wrapped _____ some skins, calculated to keep out the cold.

The _____, a prospector from the south, was thick-set and heavily _____ so that his face was scarcely visible. Only _____ very white forehead gleamed in the half-light, _____ the sharply drawn line of the nose _____ lips long cracked by the intense cold.

His _____ were slow. The thongs by which he tried _____ strengthen the upright position of the tent were, _____ all the other things, frozen, and therefore hard to _____ into place. He grumbled beneath his breath as he _____ over and over again to tighten them. When _____ had finally succeeded in his efforts, he next _____ his attention to the gathering of brushwood along the _____ of the lake.

This was no easy _____. The dwarf timber, for the most part spruce _____ had long since abandoned any attempt to grow, _____ tough because of the exposed position where the _____ had roothold, and there was little in the _____ of broken branches, and certainly nothing in the way _____ cones.

Even so, the man did not despair. He _____ the entire shore, and within an hour had a _____ burning which, now that night was come, cast weird _____ among the timber and caused an orange _____ to flicker across the frozen wastes of the _____.

Having cooked some moose flesh, he turned his attention to his sled dogs whom he had tethered in the timber and then to the creature that lay concealed amongst the skins.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

ORIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 7

Expository Passage

from "Waterways"

In the early centuries of Canada's history, the St. Lawrence-Great Lakes system made water transportation the best method of travel. Yet during winter months these waterways were FROZEN and the ships were idle. These natural 'highways' PRESENTED other problems too. At several places along the ST. LAWRENCE, rapids made navigation impossible. The first canals were BUILT in the 1780s. These were short paths dug IN the earth - only seventy-five centimetres deep - around some RAPIDS just above Montreal. By 1800 they were deepened TO allow the passage of larger boats. Another obstacle IN this water highway was the Niagara Falls ON the Niagara River. A road was built alongside the RIVER so that the boats could be removed from the WATER and carried over land until it was SAFE to continue the journey on the river.

Little WAS done to improve the St. Lawrence waterway before 1820. AT that time, most of the canal building plans OF the government officials were based on military considerations. These OFFICIALS wanted an inland water route from the St. Lawrence TO Lakes Ontario and Erie that would be a safe DISTANCE from the American border. Two major canals were NECESSARY for this route. One would have to JOIN the Ottawa River and Lake Ontario at Kingston, the OTHER would have to go from Burlington Bay TO the Grand River.

Plans needed the co-operation of both the GOVERNMENTS of Upper and Lower Canada. Except for a MINORITY of merchants, people in Lower Canada were not too interested. As a result it was necessary to get financial help from the British government.

Source Material: Exploration Canada (pp. 276 - 277)

Publisher: Oxford University Press (Canada), Toronto

Passage Data:

Number of Sentences	=	16
Number of Words	=	262
Number of Deletions	=	24 (9.2%)
Deletion Count	=	9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "Waterways"

In the early centuries of Canada's history, the St. Lawrence-Great Lakes system made water transportation the best method of travel. Yet during winter months these waterways were _____ and the ships were idle. These natural 'highways' _____ other problems too. At several places along the _____, rapids made navigation impossible. The first canals were _____ in the 1780s. These were short paths dug _____ the earth - only seventy-five centimetres deep - around some _____ just above Montreal. By 1800 they were deepened _____ allow the passage of larger boats. Another obstacle _____ this water highway was the Niagara Falls _____ the Niagara River. A road was built alongside the _____ so that the boats could be removed from the _____ and carried over land until it was _____ to continue the journey on the river.

Little _____ done to improve the St. Lawrence waterway before 1820. _____ that time, most of the canal building plans _____ the government officials were based on military considerations. These _____ wanted an inland water route from the St. Lawrence _____ Lakes Ontario and Erie that would be a safe _____ from the American border. Two major canals were _____ for this route. One would have to _____ the Ottawa River and Lake Ontario at Kingston, the _____ would have to go from Burlington Bay _____ the Grand River.

Plans needed the co-operation of both the _____ of Upper and Lower Canada. Except for a _____ of merchants, people in Lower Canada were not too interested. As a result it was necessary to get financial help from the British government.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 7

Prose Passage

from "This May Hurt a Little"

I suppose some people actually do brush their teeth twice a day and see their dentist at least twice a year, but I don't. I brush my teeth once a day, WITH a brush whose few remaining bristles LOOK hail-struck, and I never see my dentist UNTIL it's too late.

For some time, for INSTANCE, I have been bothered by pink tooth brush, SOMETIMES right up to the wrist. At first I cleverly AVOIDED the warning by using a pink TOOTHPASTE, but, as the washbasin and nearby wall CONTINUED to look as though they had been the SCENE of an axe murder, I realized that I would either have to see my dentist OR have the bathroom done over in a SHADE to match my blood (a sort of greenish CINNAMON - the family didn't care for it).

Besides, WHILE prowling around my mouth in search of scraps, the TIP of my tongue had discovered several interesting CAVITIES in my teeth, and often worried me by DISAPPEARING completely into a particularly spacious Carlsbad cavern AT the rear. I had the impression it WAS storing food there for the winter. Clearly it was TIME to see my dentist, much as I would HAVE preferred to see a charging rhinoceros. So I DROPPED in to Dr. Burcher's office one day and ASKED his nurse if I could make an APPOINTMENT. Needless to say, I was reasonably certain that I COULDN'T. Dentists are terribly busy these days. You HAVE to wait months. Maybe years.

Source Material: The Open Window Essays and Short Stories (pp. 8 - 9)

Publisher: Longman Canada Limited, Toronto

Passage Data:
Number of Sentences = 13
Number of Words = 250
Number of Deletions = 26 (10.4%)
Deletion Count = 8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "This May Hurt a Little"

I suppose some people actually do brush their teeth twice a day and see their dentist at least twice a year, but I don't. I brush my teeth once a day, _____ a brush whose few remaining bristles _____ hail-struck, and I never see my dentist _____ it's too late.

For some time, for _____, I have been bothered by pink tooth brush, _____ right up to the wrist. At first I cleverly _____ the warning by using a pink _____ but, as the washbasin and nearby wall _____ to look as though they had been the _____ of an axe murder, I realized that _____ would either have to see my dentist _____ have the bathroom done over in a _____ to match my blood (a sort of greenish _____ - the family didn't care for it).

Besides, _____ prowling around my mouth in search of scraps, the _____ of my tongue had discovered several interesting _____ in my teeth, and often worried me by _____ completely into a particularly spacious Carlsbad cavern _____ the rear. I had the impression it _____ storing food there for the winter. Clearly it was _____ to see my dentist, much as I would _____ preferred to see a charging rhinoceros. So I _____ in to Dr. Burcher's office one day and _____ his nurse if I could make an _____. Needless to say, I was reasonably certain that I _____. Dentists are terribly busy these days. You _____ to wait months. Maybe years.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate Only	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 7

Expository Passage

from "Tips on Buying a Used Car"

One must be extremely cautious when buying a used automobile, as haste may result in the purchase of a lemon. Before you buy any car - new or USED - do your homework! Decide how much you can SPEND, what features you want, the economy you expect to RECEIVE and which size or type will meet your NEEDS. Don't let a salesperson, or anyone else, TALK you into buying something you don't need or WANT. Stay away from hot rod types with fat TIRES and modified suspension systems. They are usually DRIVEN hard and often break down.

When LOOKING for a used car, make use of as MANY outlets as possible. Check auctions, newspaper ads, used car LOTS and new car trade-ins, as well as others. DEALERS will probably offer some type of guarantee BUT will also charge higher prices than private sellers. REMEMBER that a warranty may not be worth the PAPER it's printed on. Some only include parts and NOT labor. Others only pay for a percentage of the REPAIR costs. Be careful. Wherever you end up looking for A car make sure you thoroughly examine it BEFORE you buy. The examination consists of three separate SECTIONS, a walkaround, a drive, and a mechanics INSPECTION. Always examine the car in daylight, artificial lighting can be deceiving.

Source Material: Starting Points in Language, rev. ed. (pp. 220-221)

Publisher: Ginn and Company, Toronto

Passage Data:

Number of Sentences	=	16
Number of Words	=	215
Number of Deletions	=	21 (9.8%)
Deletion Count	:	9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "Tips on Buying a Used Car"

One must be extremely cautious when buying a used automobile, as haste may result in the purchase of a lemon. Before you buy any car— new or _____ - do your homework! Decide how much you can _____, what features you want, the economy you expect to _____ and which size or type will meet your _____. Don't let a salesperson, or anyone else, _____ you into buying something you don't need or _____. Stay away from hot rod types with fat _____ and modified suspension systems. They are usually _____ hard and often break down.

When _____ for a used car, make use of as _____ outlets as possible. Check auctions, newspaper ads, used car _____ and new car trade-ins, as well as others. _____ will probably offer some type of guarantee _____ will also charge higher prices than private sellers. _____ that a warranty may not be worth the _____ it's printed on. Some only include parts and _____ labor. Others only pay for a percentage of the _____ costs. Be careful. Wherever you end up looking for _____ car make sure you thoroughly examine it _____ you buy. The examination consists of three separate _____, a walkaround, a drive, and a mechanics _____. Always examine the car in daylight, artificial lighting can be deceiving.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate	___	_____
		_____

CAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 8

Prose Passage

from "The Wedding Gift"

Kerzie was no judge of distance. She rode for what she considered a reasonable TIME and then slid off and tied the brown HORSE to a maple tree beside the path. SHE had brought a couple of lamp wicks to TIE about her shoes to keep them from coming OFF in the snow, and she set out afoot IN the big, splayed tracks of Black Sam. The soft SNOW came almost to her knees in PLACES and she lifted her skirts high. The PATH was no wider than the span of a MAN'S arms, cut out with axes years before. She STUMBLED over a concealed stump from time to time, AND the huckleberry bushes dragged at her cloak, but the EFFORT warmed her. It had been cold, sitting on the HORSE with the wind blowing up her legs.

After a TIME the preacher overtook her, riding awkwardly and HOLDING the reins in a nervous grip. The stirrups WERE too short for his long black-stockinged legs. He CALLED out cheerfully as he passed, "Are you all RIGHT miss?" She nodded, standing aside with her back TO a tree. When he disappeared ahead, with a last FLUTTER of black shawl tassels in the wind, she PICKED up her skirts and went on. The path CLIMBED and dropped monotonously over a succession of wooden RIDGES. Here and there in a hollow she HEARD water running, and the creak of frosty poles UNDERFOOT, and knew she was crossing a small STREAM, and once the trail ran across a wide swamp on half-rotten corduroy, wind-swept and bare of snow.

Source Material: Modern Canadian Stories (p. 51)

Publisher: McClelland & Stewart-Bantam, Toronto

Passage Data:
Number of Sentences = 14
Number of Words = 265
Number of Deletions = 27 (10.2%)
Deletion Count = 9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "The Wedding Gift"

Kerzie was no judge of distance. She rode for what she considered a reasonable _____ and then slid off and tied the brown _____ to a maple tree beside the path. _____ had brought a couple of lamp wicks to _____ about her shoes to keep them from coming _____ in the snow, and she set out afoot _____ the big, splayed tracks of Black Sam. The soft _____ came almost to her knees in _____ and she lifted her skirts high. The _____ was no wider than the span of a _____ arms, cut out with axes years before. She _____ over a concealed stump from time to time, _____ the huckleberry bushes dragged at her cloak, but the _____ warmed her. It had been cold, sitting on the _____ with the wind blowing up her legs.

After a _____ the preacher overtook her, riding awkwardly and _____ the reins in a nervous grip. The stirrups _____ too short for his long black-stockinged legs. He _____ out cheerfully as he passed, "Are you all _____ miss?" She nodded, standing aside with her back _____ a tree. When he disappeared ahead, with a last _____ of black shawl tassels in the wind, she _____ up her skirts and went on. The path _____ and dropped monotonously over a succession of wooden _____. Here and there in a hollow she _____ water running, and the creak of frosty poles _____, and knew she was crossing a small _____, and once the trail ran across a wide swamp on half-rotten corduroy, wind-swept and bare of snow.

For Teacher Use Only

Response Pattern		Totals	Anecdotal Comments
A	- Appropriate	___	_____
M	- Meaning Appropriate Only	___	_____
S	- Syntactically Appropriate	___	_____
/	- Inappropriate Only	___	_____
			_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 8

Expository Passage

from "Protect Yourself Against Highway Death"

Drivers between the ages of 16 and 24 at present have three to four times as many accidents as the average population. What is behind this trend, and CAN it be stopped?

There are many reasons BEHIND the high number of young-driver accidents. For ONE thing, young drivers, who do not have much DRIVING experience, are more likely to make MISTAKES, and are less able to deal appropriately WITH bad road conditions and other drivers' mistakes. MOREOVER, the years between 16 and 24 can BE difficult and frustrating for young people. They ARE still adjusting to changes in themselves - to new EMOTIONS and to new responsibilities. The tensions of GROWING up can show in their DRIVING. Some young people actually think that accidents ARE inevitable, that there is nothing they can DO to avoid them. They also take more RISKS and are less aware of possible dangers.

What WILL help this situation?

One solution is better driver EDUCATION and testing. Heinz Naumann, founder and president OF Young Drivers of Canada, a driving school, FEELS that driver training and licensing in Canada ARE inadequate. He explains: "If I take a JOB as a firefighter, I will be trained; I WON'T just be sent out to the first big FIRE. A police officer, a truck driver - all THESE people are trained before they go on the JOB and yet we think it's all right to LET drivers out on the road without proper TRAINING. We should take our driving at least AS seriously as our job training. After all, lives are at stake."

Source Material: Contexts, Reading Skills 1 (p. 75)

Publisher: Nelson Canada Limited, Toronto

Passage Data:
Number of Sentences = 16
Number of Words = 260
Number of Deletions = 28 (10.8%)
Deletion Count : 8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "Protect Yourself Against Highway Death"

Drivers between the ages of 16 and 24 at present have three to four times as many accidents as the average population. What is behind this trend, and how _____ it be stopped?

There are many reasons _____ the high number of young-driver accidents. For _____ thing, young drivers, who do not have much _____ experience, are more likely to make _____, and are less able to deal appropriately _____ bad road conditions and other drivers' mistakes. _____, the years between 16 and 24 can _____ difficult and frustrating for young people. They _____ still adjusting to changes in themselves - to new _____ and to new responsibilities. The tensions of _____ up can show in their _____. Some young people actually think that accidents _____ inevitable, that there is nothing they can _____to avoid them. They also take more _____ and are less aware of possible dangers.

What _____ help this situation?

One solution is better driver _____ and testing. Heinz Naumann, founder and president _____ Young Drivers of Canada, a driving school, _____ that driver training and licensing in Canada _____ inadequate. He explains: "If I take a _____ as a firefighter, I will be trained; I _____ just be sent out to the first big _____. A police officer, a truck driver - all _____ people are trained before they go on the _____ and yet we think it's all right to _____drivers out on the road without proper _____We should take our driving at least _____ seriously as our job training. After all, lives are at stake."

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 8

Prose Passage

from "The Open Window"

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French WINDOW that opened onto a lawn.

"It is quite WARM for the time of the year," SAID Framton, "but has that window got anything TO do with the tragedy?"

"Out through that WINDOW, three years ago to a day, HER husband and her two young brothers went off FOR their day's shooting. They never came back. In crossing the MOOR to their favorite snipe-shooting ground THEY were all three engulfed in a treacherous piece OF bog. It had been that dreadful wet summer, YOU know, and places that were safe in other YEARS gave way suddenly without warning. Their BODIES were never recovered. That was the dreadful PART of it." Here the child's voice lost ITS self-possessed note and became falteringly HUMAN. "Poor aunt always thinks that they will COME back some day, they and the little brown SPANIEL that was lost with them, and WALK in at that window just as they USED to do. That is why the window is kept OPEN every evening till it is quite DUSK. Poor dear aunt, she has often TOLD me how they went out, her husband WITH his white waterproof coat over his arm, AND Ronnie, her youngest brother, singing, 'Bertie, why DO you bound?' as he always did to TEASE her, because she said it got on her NERVES. Do you know, sometimes on still, quiet EVENINGS like this, I almost get a creepy feeling that they will all walk in through that window -"

Source Material: Inquiry into Literature 2 (p. 37)

Publisher: Collier Macmillan Canada, Ltd., Toronto

Passage Data:

Number of Sentences	=	13
Number of Words	=	264
Number of Deletions	=	29 (10.9%)
Deletion Count	:	8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "The Open Window"

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French _____ that opened onto a lawn.

"It is quite _____ for the time of the year," _____ Framton, "but has that window got anything _____ do with the tragedy?"

"Out through that _____, three years ago to a day, _____ husband and her two young brothers went off _____ their day's shooting. They never came back. In crossing the _____ to their favorite snipe-shooting ground _____ were all three engulfed in a treacherous piece _____ bog. It had been that dreadful wet summer, _____ know, and places that were safe in other _____ gave way suddenly without warning. Their _____ were never recovered. That was the dreadful _____ of it." Here the child's voice lost _____ self-possessed note and became falteringly _____. "Poor aunt always thinks that they will _____ back some day, they and the little brown _____ that was lost with them, and _____ in at that window just as they _____ to do. That is why the window is kept _____ every evening till it is quite _____. Poor dear aunt, she has often _____ me how they went out, her husband _____ his white waterproof coat over his arm, _____ Ronnie, her youngest brother, singing, 'Bertie, why _____ you bound?' as he always did to _____ her, because she said it got on her _____. Do you know, sometimes on still, quiet _____ like this, I almost get a creepy feeling that they will all walk in through that window -"

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

CAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 8

Expository Passage

from "The Dirigible"

The Hindenburg was Germany's pride in 1937. This huge airship with its hydrogen-filled CELLS and its diesel engines crossed the Atlantic IN four days. Then disaster struck! In May, 1937, the HINDENBURG exploded in the air and caught fire. THIS ended the golden age of dirigibles. There HAS been much interest in the dirigible in RECENT years, especially as a worthwhile and economic MEANS of transportation. Ralph Schneider, president OF Hoverjet Inc. and the Canadian Airship Development Corporation, IS building an airship in his plant NEAR Thornhill, Ontario. The enormous craft is 36 M (metres) long with a maximum diameter of 12 m, IS lifted by helium (a non-inflammable light GAS), and is powered by two turbo-prop ENGINES. The final cost will be about $750,000. SCHNEIDER sees this type of airship playing a major ROLE in transportation, especially in the Arctic. It is EASIER to load bulk cargo on a dirigible than IT is on conventional aircraft; and you don't NEED runways or control towers. Dirigibles need less fuel THAN regular aircraft, and there is less air POLLUTION and less noise. The main problem WITH this kind of airship is the ONE of raising money to build it. Because Canada HAS large quantities of helium, aluminium for construction, AND advanced technology, the COUNTRY would be admirably suited to be a centre for building these airships.

Source Material: Strategies for Effective Reading B (p. 50)

Publisher: Gage Publishing Limited, Toronto

Passage Data:

Number of Sentences	= 14
Number of Words	= 224
Number of Deletions	= 26 (11%)
Deletion Count	= 8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "The Dirigible"

The Hindenburg was Germany's pride in 1937. This huge airship with its hydrogen-filled _____ and its diesel engines crossed the Atlantic _____ four days. Then disaster struck! In May, 1937, the _____ exploded in the air and caught fire. _____ ended the golden age of dirigibles. There _____ been much interest in the dirigible in _____ years, especially as a worthwhile and economic _____ of transportation. Ralph Schneider, president _____ Hoverjet Inc. and the Canadian Airship Development Corporation, _____ building an airship in his plant _____ Thornhill, Ontario. The enormous craft is 36 _____ long with a maximum diameter of 12 m, _____ lifted by helium (a non-inflammable light_____), and is powered by two turbo-prop _____. The final cost will be about $750,000. _____ sees this type of airship playing a major _____ in transportation, especially in the Arctic. It is _____ to load bulk cargo on a dirigible than _____ is on conventional aircraft; and you don't _____ runways or control towers. Dirigibles need less fuel _____ regular aircraft, and there is less air _____ and less noise. The main problem _____ this kind of airship is the _____ of raising money to build it. Because Canada _____ large quantities of helium, aluminium for construction, _____ advanced technology, the _____ would be admirably suited to be a centre for building these airships.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate Only	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 9

Prose Passage

from "To Build a Fire"

Empty as the man's mind was of thoughts, he was keenly observant, and he noticed the changes in the creek, the curves and bends and timber-jams, and always he sharply noted where he placed his feet. Once, coming around a bend, he shied abruptly, LIKE a startled horse, curved away from the PLACE where he had been walking, and retreated several PACES back along the trail. The creek he knew WAS frozen clear to the bottom - no creek could CONTAIN water in that arctic winter - but he KNEW also that there were springs that BUBBLED out from the hillsides and ran along under the SNOW and on top of the ice of the CREEK. He knew that the coldest snaps never FROZE these springs, and he knew likewise their danger. THEY were traps. They hid pools of water UNDER the snow that might be three inches deep, OR three feet. Sometimes a skin of ice half an INCH thick covered them, and in turn was COVERED by the snow. Sometimes there were alternate LAYERS of water and ice-skin, so that when one BROKE through he kept on breaking through for a WHILE, sometimes wetting himself to the waist.

That was WHY he had shied in such panic. He had FELT the ice give under his feet and heard the CRACKLE of a snow-hidden ice-skin. And to get his FEET wet in such a temperature meant trouble and DANGER. At the very least it meant delay, for HE would be forced to stop and build a FIRE, and under its protection to bare his feet WHILE he dried his socks and moccasins.

Source Material: Insight 2 (pp. 72 - 73)

Publisher: Methuen Publications, Toronto

Passage Data:
Number of Sentences = 12
Number of Words = 267
Number of Deletions = 26 (10%)
Deletion Count = 9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "To Build a Fire"

Empty as the man's mind was of thoughts, he was keenly observant, and he noticed the changes in the creek, the curves and bends and timber-jams, and always he sharply noted where he placed his feet. Once, coming around a bend, he shied abruptly, _____ a startled horse, curved away from the _____ where he had been walking, and retreated several _____ back along the trail. The creek he knew _____ _____ frozen clear to the bottom - no creek could _____ water in the arctic winter - but he _____ also that there were springs that _____ out from the hillsides and ran along under the _____ and on top of the ice of the _____. He knew that the coldest snaps never _____ these springs, and he knew likewise their danger. _____ were traps. They hid pools of water _____ the snow that might be three inches deep, _____ three feet. Sometimes a skin of ice half an _____ thick covered them, and in turn was _____ by the snow. Sometimes there were alternate _____ of water and ice-skin, so that when one _____ through he kept on breaking through for a _____, sometimes wetting himself to the waist.

That was _____ he had shied in such panic. He had _____ the ice give under his feet and heard the _____ of a snow-hidden ice-skin. And to get his _____ wet in such a temperature meant trouble and _____. At the very least it meant delay, for _____ would be forced to stop and build a _____, and under its protection to bare his feet _____ he dried his socks and moccasins.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate Only	___	_____
	___	_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 9

Expository Passage

from "'this time it's a laughing matter'"

Humour is an important part of life and laughter is a good medicine for what ails us. Laughter releases tensions and we find that our TROUBLES are easier to handle. Humour is all around US in our everyday lives; we may find IT at the most unexpected times. In fact, THIS is one of the things that MAKES humour and causes laughter - the unexpected. It may be an unexpected happening or simply an UNEXPECTED word, but it catches us OFF guard. It HAPPENS in real life and the writer can make it happen ON the printed page. The professional comedian may GIVE us a carefully rehearsed, deliberate punch-line to his JOKE on television, or we may laugh TILL our sides hurt at something spontaneous that someone SAID or did at the breakfast table OR in the classroom. No matter where or when IT happens the unexpected can be funny. Successful writers of HUMOUR recognize this and you will find many examples of HOW they rely on this knowledge to MAKE you laugh. The unexpected is only one OF the situations in life that prompts LAUGHTER. If we really start to examine all the various SITUATIONS in which we find humour, we begin to REALIZE that laughter is prompted in a great VARIETY of ways. Sometimes it is not what is SAID that makes us laugh so much as HOW it is said. This leads to laughter-provoking devices LIKE DIALECT, PUNS, OVER-STATEMENT and UNDER-STATEMENT. At other times it is the sheer silliness or absurdity that creates the humour.

Source Material: Strawberries and Other Secrets (p. 97)

Publisher: Nelson Canada Limited, Toronto

Passage Data:

Number of Sentences	=	14
Number of Words	=	260
Number of Deletions	=	26 (10.4%)
Deletion Count	:	8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "'this time it's a laughing matter'"

Humour is an important part of life and laughter is a good medicine for what ails us. Laughter releases tensions and we find that our _____ are easier to handle. Humour is all around _____ in our everyday lives; we may find _____ at the most unexpected times. In fact, _____ is one of the things that _____ humour and causes laughter - the unexpected. It may be an unexpected happening or simply an _____ word, but it catches us _____ guard. It _____ in real life and the writer can make it happen _____ the printed page. The professional comedian may _____ us a carefully rehearsed, deliberate punch-line to his _____ on television, or we may laugh _____ our sides hurt at something spontaneous that someone _____ or did at the breakfast table _____ in the classroom. No matter where or when _____ happens the unexpected can be funny. Successful writers of _____ recognize this and you will find many examples of _____ they rely on this knowledge to _____ you laugh. The unexpected is only one _____ the situations in life that prompts _____. If we really start to examine all the various _____ in which we find humour, we begin to _____ that laughter is prompted in a great _____ of ways. Sometimes it is not what is _____ that makes us laugh so much as _____ it is said. This leads to laughter-provoking devices _____ DIALECT, PUNS, OVER-STATEMENT and UNDER-STATEMENT. At other times it is the sheer silliness or absurdity that creates the humour.

For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 9

Prose Passage

from "The Most Dangerous Game"

An apprehensive night crawled slowly by like a wounded snake, and sleep did not visit Rainsford, although the silence of a dead world was on the jungle. Toward morning when a dingy grey was VARNISHING the sky, the cry of some startled BIRD focused Rainsford's attention in that direction. Something was COMING through the bush, coming slowly, carefully, COMING by the same winding way Rainsford had come. He FLATTENED himself down on the limb, and THROUGH a screen of leaves almost as thick AS tapestry, he watched. The thing that was APPROACHING him was a man.

It was General Zaroff. He MADE his way along with his eyes fixed IN utmost concentration on the ground before him. He PAUSED, almost beneath the tree, dropped to his KNEES and studied the ground. Rainsford's impulse was to HURL himself down like a panther, but he SAW that the general's right hand held something SMALL and metallic - an automatic pistol.

The hunter SHOOK his head several times, as if he WERE puzzled. Then he straightened up and took FROM his case one of his black cigarettes; ITS pungent, incenselike smoke floated up to Rainsford's NOSTRILS. Rainsford held his breath. The general's eyes had LEFT the ground and were travelling inch by inch UP the tree. Rainsford froze there, every muscle TENSED for a spring. But the sharp EYES of the hunter stopped before they reached the LIMB where Rainsford lay; a smile spread OVER his brown face. Very deliberately he blew a SMOKE ring into the air; then he turned his BACK on the tree and walked carelessly away, back ALONG the trail he had come. The swish of the underbrush against his hunting boots grew fainter and fainter.

Source Material: Quest for Greatness (pp. 455 - 456)

Publisher: Ginn and Company, Toronto

Passage Data:
Number of Sentences = 17
Number of Words = 286
Number of Deletions = 29 (10.1%)
Deletion Count = 8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate Only	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 9

Expository Passage

from "Huge Flying Reptile Fossils Found"

Did prehistoric flying reptiles actually flap their featherless, leathery wings like birds or did they mount high perches and leap into air currents to soar like gliders? A recent discovery in Texas is rekindling THIS half-century-old debate.

During three years of EXPLORATION in Big Bend National Park in Brewster County, TEXAS, Douglas A. Lawson, a graduate student at the UNIVERSITY of California at Berkeley, found the FOSSILS of a pterosaur, the largest known CREATURE to have ever flown. The extinct REPTILE which lived more than 60 million YEARS ago had an estimated wingspan of 15 m - LARGER than a F-4 jet fighter and twice as LARGE as that of a pteranodon, the LARGEST previously known pterodactyl or winged reptile.

Dr. Wann Langston Jr., DIRECTOR of the University of Texas's Vertebrate Paleontology Laboratory SAID, "The thing that's so extraordinary about the THING is its tremendous size." It is the CREATURE'S large size that leads many scientists to BELIEVE the reptile could not have risen INTO the air on wing power alone. And, unfortunately, SINCE no reliable estimate exists of how MUCH such creatures weighed, it is virtually IMPOSSIBLE to calculate their aerodynamic properties.

The DISCOVERY of the fossils in nonmarine sediments, suggesting THEY lived away from the ocean, has RAISED additional questions. Previously, pterosaurs had been CONSIDERED fish eaters who glided over the WATERS to scoop up their prey. Lawson BELIEVES the Texas pterosaurs may have been carrion EATERS who fed on dead dinosaurs. His assumption is based on the reptile's unusually long neck, a feature common to carrion-eating birds which enables the creature to reach deeply within a dead body to feed.

Source Material: Inside Outside Reading Skills (p. 153)

Publisher: Holt, Rinehart and Winston of Canada, Limited, Toronto

Passage Data:
Number of Sentences = 9
Number of Words = 271
Number of Deletions = 27 (10%)
Deletion Count = 7th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate Only	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 10

Prose Passage

from "Out on a Limb"

I was by nature energetic and athletic. I wanted to engage in all SORTS of "inappropriate" games and sports, but I BECAME overly sensitive to failure - foolishly so. I HAD a stubborn pride that was wounded by any HINT that my handicap was a "handicap". It really WASN'T much of one, compared to the frustrating HANDICAPS many less fortunate people carry. Still, my FEATHERS ruffled at the drop of The WORD. A wise psychologist friend of mine has since PUT a name on this attitude of mind. She CALLS it a tendency to overcompensate.

When I LEARNED to swim, I insisted that Father DRIVE me out to the country to a friend's RANCH where, in guarded privacy, I went THROUGH my dog-paddling period in a muddy irrigation DITCH. I forewent the greater comfort and the COMPANIONSHIP of the public swimming pool until I not ONLY swam as well as other eleven-year-olds (the AGE at which I took to the water), but BETTER. Then, when I made a public appearance, no ONE even noticed my handicap - I falsely deduced.

MY swimming ability, in fact, probably was more CONSPICUOUS than utter clumsiness would have been. But blissfully, I never realized it. In the water, my ARMS and shoulders, disciplined into extra strength BY my crutches, compensated in the Australian crawl for MY one-cylinder flutter kick. I felt completely anonymous - happy, MORON me! Actually, I wasn't the least bit anonymous, ALTHOUGH my family encouraged me in this wild surmise. My SISTER tells me that my red bathing cap, BOBBING about in the water, was invariably pointed OUT to bystanders. "See the little girl IN the red cap? Would you believe it, she has only one leg!"

Source Material: Shining Skies (pp. 35 - 36)

Publisher: The Copp Clark Publishing Co. Ltd. Toronto

Passage Data:
Number of Sentences = 18
Number of Words = 283
Number of Deletions = 32 (11%)
Deletion Count = 8th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate	___	_____
/ - Inappropriate	___	_____
Only	___	_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Early Grade 10

Expository Passage

from "It Happened in Manitoba

Since the dawn of civilization, waterfowl have held a unique and wondrous fascination.

Watching flocks of migrating ducks darken the SUNRISE of a crisp autumn morning, seeing a graceful V of geese silhouetted high against a yellow hunter's moon, FOLLOWING a flight of mallards as they wheel and DROP into a wind-swept marsh - these are memorable and pulse-quickening MOMENTS.

As the twentieth century began, it was a commonplace EXPERIENCE, when the color-splashed days of fall arrived, TO see massive numbers of ducks and geese literally BLANKETING the sky as they winged southward to their traditional wintering grounds, PULLED by the mysterious magnet of their migratory instinct.

THIS breath-taking vision of seemingly endless flocks of WATERFOWL in flight was a noble heritage, graciously endowed upon HUMANS by nature, a heritage for them to enjoy, to PROTECT, and to hand down as a legacy for future GENERATIONS. Those who thrilled to the awesome sight of these countless THOUSANDS of wildfowl gave little thought to any possibility of the SKIES ever becoming empty. Yet, fantastic as the POSSIBILITY seemed, within a few fleeting years this grim prospect CAME dangerously close to reality.

Shortly after the First World War, SETTLEMENT by Europeans rapidly sprawled westward across the prairie areas OF both Canada and the United States. Among conservationists there soon AROSE a disturbing observation: the vast, sky-darkening flocks of ducks were rapidly DISAPPEARING. As the waterfowl populations continued their downward plunge toward oblivion, the concern mounted into full-scale alarm, giving rise to dire predictions of the death of our waterfowl heritage.

Source Material: Strategies for Effective Reading (p. 88)

Publisher: Gage Publishing Limited, Toronto

Passage Data:

Number of Sentences	= 9
Number of Words	= 261
Number of Deletions	= 22 (8.4%)
Deletion Count	= 10th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "It Happened in Manitoba"

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Watching flocks of migrating ducks darken the _____ of a crisp autumn morning, seeing a graceful _____ of geese silhouetted high against a yellow hunter's moon, _____ a flight of mallards as they wheel and _____ into a wind-swept marsh - these are memorable and pulse-quickening _____.

As the twentieth century began, it was a commonplace _____, when the color-splashed days of fall arrived, _____ see massive numbers of ducks and geese literally _____ the sky as they winged southward to their traditional wintering grounds, _____ by the mysterious magnet of their migratory instinct.

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE Teacher Copy Late Grade 10

Prose Passage

from "Who Has Seen The Wind"

The house was filled with the smell of them, a following sweetness that grew stronger and stronger as Brian neared the back porch. There they were banked, wreath against tilting WREATH, in ovals, circles, half-circles, cross, and harp shapes. Upon each WAS sheening white satin and a card with someone's NAME; silver foil was wrapped around the STEMS. The artificial palm fronds, stiff and fluted things, REMINDED him of feathers on the ends of arrows. There WERE lilies with their tall stamens sticky, curving out in lipped CUPS, blood-red carnations sending out their spice SO that the house was filled with the all-pervading flower SMELL.

All blinds were drawn and in every ROOM a strange half-dusk had settled down; the outer world of BRIGHTNESS seemed to withdraw itself and to leave the HOUSE and its occupants in hushed intimacy. The voices OF Maggie O'Connal and her mother and their visitors HAD a squashed quality, as though they were coming FROM under something. It was seldom that Brian's mother SPOKE, and when she did, it was in A low, toneless voice. For the most part SHE sat quietly with her hands in her lap, tenseness in HER small dark face and a look of UNBELIEF in her eyes. Brian had not seen her cry.

HE himself had not cried yet. His father was dead, BUT Brian did not feel like crying. He did not FEEL happy, but he did not feel like crying.

In the dining ROOM, where the carved, black casket with its gleaming handles STOOD by the sideboard, an errant beam of sunlight had ESCAPED between the blind and the window edge; it LAY long across the floor. Brian pulled aside the heavy drapes.

Source Material: Who Has Seen The Wind (pp. 238-239), a novel by W.O. Mitchell

Publisher: Macmillan of Canada, Toronto

Passage Data:

Number of Sentences	=	15
Number of Words	=	285
Number of Deletions	=	27 (9%)
Deletion Count	=	9th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

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The house was filled with the smell of them, a following sweetness that grew stronger and stronger as Brian neared the back porch. There they were banked, wreath against tilting _____, in ovals, circles, half-circles, cross, and harp shapes. Upon each _____ sheening white satin and a card with someone's _____; silver foil was wrapped around the _____. The artificial palm fronds, stiff and fluted things, _____ him of feathers on the ends of arrows. There _____ lilies with their tall stamens sticky, curving out in lipped _____, blood-red carnations sending out their spice _____ that the house was filled with the all-pervading flower _____.

All blinds were drawn and in every _____ a strange half-dusk had settled down; the outer world of _____ seemed to withdraw itself and to leave the _____ and its occupants in hushed intimacy. The voices _____ Maggie O'Connal and her mother and their visitors _____ a squashed quality, as though they were coming _____ under something. It was seldom that Brian's mother _____, and when she did, it was in _____ low, toneless voice. For the most part _____ sat quietly with her hands in her lap, tenseness in _____ small dark face and a look of _____ in her eyes. Brian had not seen her cry.

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

OAIP MODIFIED CLOZE PASSAGE TEACHER COPY Late Grade 10

Expository Passage

from "Translating Literature Into Life"

Lo, A Parable: A certain man, having bought a large, elaborate, and complete manual of carpentry, studied it daily with much diligence and regularity. Now there were no cupboards in his HOUSE; his dining-table consisted of an arrangement of orange BOXES, and he had scarcely a chair that was not a MENACE to the existence of the person who SAT upon it. When asked why he did not set TO work, and, by applying the principles of the manual, ENDEAVOUR to improve the conditions of his life AND of the lives of his wife and children, he REPLIED that he was a student, and he plunged MORE deeply than ever into the manual of carpentry. His FRIENDS at length definitely came to the conclusion that though HE was an industrious student, he was also a hopeless FOOL.

By which I wish to indicate that there IS no virtue in study by itself. Study is not AN end, but a means. I should blush to WRITE down such a platitude, did I not KNOW by experience that the majority of readers constantly ignore IT. The man who pores over a manual of carpentry and DOES naught with it is a fool. But every book is a MANUAL of carpentry, and every man who pores over any BOOK whatever and does naught else WITH it is deserving of an abusive epithet. What is the OBJECT of reading unless something definite comes of it? YOU would be better advised to play billiards. WHERE is the sense of reading history unless you obtain FROM it a clearer insight into actual politics and render YOURSELF less liable to be duped by the rhetoric OF party propaganda? Where is the sense of reading morals UNLESS your own are improved? Where is the sense of reading biography UNLESS it is going to affect what people will SAY about you after your funeral? Where is the sense of reading poetry or fiction unless you see more beauty, more passion, more scope for your sympathy, than you saw before?

Source Material: The Open Window Essays and Short Stories (p. 118)

Publisher: Longman Canada Limited, Toronto

Passage Data:
Number of Sentences = 16
Number of Words = 342
Number of Deletions = 30 (9%)
Deletion Count = 10th word

MODIFIED CLOZE PROCEDURE STUDENT COPY

Name: _____ Grade: _____ Date: _____

Teacher: _____ School: _____

from "Translating Literature Into Life"

Lo, A Parable! A certain man, having bought a large, elaborate, and complete manual of carpentry, studied it daily with much diligence and regularity. Now there were no cupboards in his _____; his dining-table consisted of an arrangement of orange _____, and he had scarcely a chair that was not a _____ to the existence of the person who _____ upon it. When asked why he did not set _____ work, and, by applying the principles of the manual, _____ to improve the conditions of his life _____ of the lives of his wife and children, he _____ that he was a student, and he plunged _____ deeply than ever into the manual of carpentry. His _____ at length definitely came to the conclusion that though _____ was an industrious student, he was also a hopeless _____.

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For Teacher Use Only

Response Pattern	Totals	Anecdotal Comments
A - Appropriate	___	_____
M - Meaning Appropriate Only	___	_____
S - Syntactically Appropriate Only	___	_____
/ - Inappropriate	___	_____
		_____

Suggested Readings on Cloze Procedure

Bormuth, J.R. "The Cloze Readability Procedure". Elementary English XLV (April 1968), pp. 429-36.

Jones M.B., and Pikulski, E.C. "Cloze for the Classroom". Journal of Reading 17 (March 1974), pp. 432-38.

Ontario, Ministry of Education. Evaluation and the English Program. Toronto: Ministry of Education, Ontario, 1979.

Pennock, C.D. "Using CLoze to Select Appropriate Level Instructional Materials". Elementary English (September 1973), pp. 940-41.

Ruddell, R.B., Ed. Accountability and Reading Instruction Issues. Champaign, Ill: National Council of Teachers of English, 1973.

Stibbs, Andrew. Assessing Children's Language. London: Ward Lock Educational, 1979.

Weaver, G.C. "Using the Cloze Procedure as a Teaching Technique". The Reading Teacher, February 1979, pp. 632-35.